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The
Teachers College
OF INDIANAPOLIS

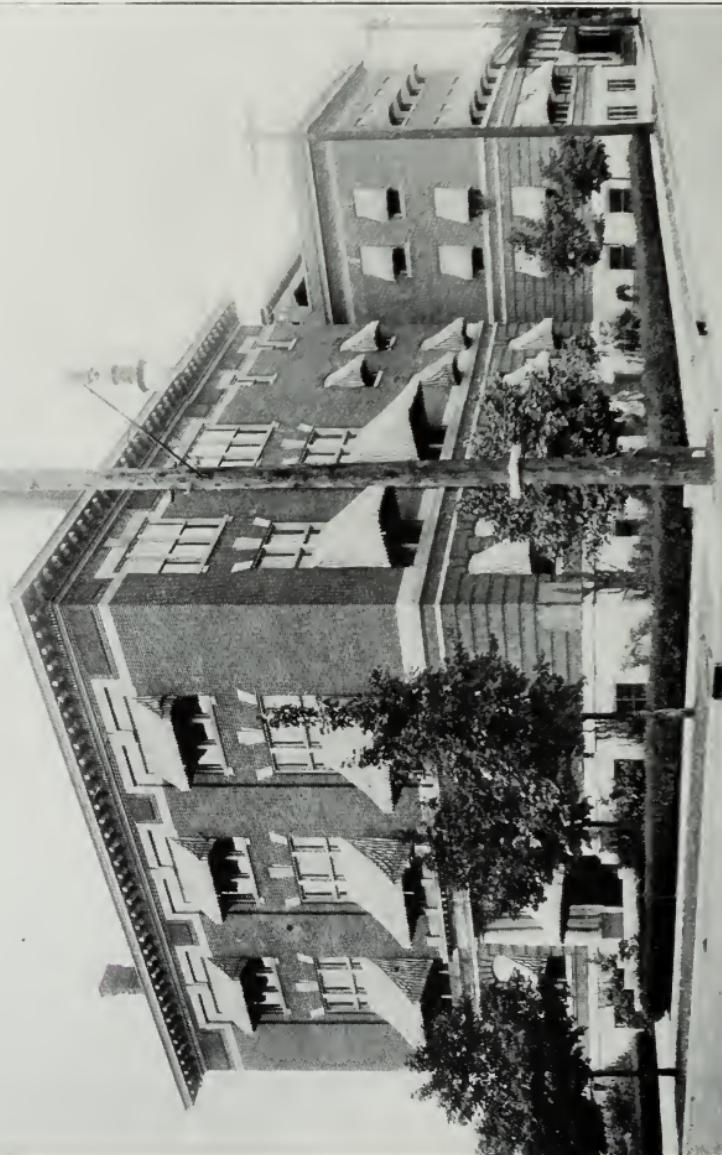


THIRTY-NINTH YEAR

1920-1921



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William N. Jackson Memorial

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THIRTY-NINTH YEAR

OF THE

TEACHERS COLLEGE
OF INDIANAPOLIS

ORGANIZED, 1882
INCORPORATED, 1914

1920-1921

ACCREDITED BY
THE INDIANA STATE BOARD OF EDUCATION

IN THE WILLIAM N. JACKSON MEMORIAL
AND THE ARMENIA B. TUTTLE MEMORIAL

Twenty-third and Alabama Streets
INDIANAPOLIS, INDIANA

The Teachers College of Indianapolis 1920-1921

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Faculty

ELIZA A. BLAKER, LL.D., Hanover College, President—Philadelphia Normal School; Centennial Kindergarten Training School; *Philosophy of Education*.

LOIS G. HUFFORD, A. M., Antioch College; *English Literature, Latin*.

BLANCHE G. MATHEWS, Teachers College of Indianapolis; *Registrar*.

EDITH M. FOUNTAIN, Dwight Seminary; Indiana Library School; *Librarian*.

EMMA COLBERT, Teachers College, Columbia University; *Principles of Teaching and Method of Graded Schools*.

FRANCES MARTIN KELSEY, B. S., Teachers College, Columbia University; Butler College; *Educational Psychology; Introduction to Teaching, and Graded School Method*.

MARTHA B. CRILEY, A. M., Wittenburg College, Bucknell University; *Bible Literature and Music*.

ALTA LUCILE SMITH, Ph. B., University of Chicago; Rockford College; Indiana University; Purdue University; Columbia University; *Domestic Science*.

FLORA NUCKOLLS, Teachers College of Indianapolis; University of Chicago; *Domestic Science*.

ELIZABETH DOWNHOUR, Earlham College; Johns Hopkins University; *Biology*.

RUTH PATTERSON, Teachers College of Indianapolis; *Kindergarten Method, Manual Arts, and Games*.

BLANCHE E. CHENOWETH, Kirksville, Mo., Normal School; University of Chicago; *Domestic Art, Costume Design, and Textiles*.

ANNA L. FERN, Teachers College of Indianapolis; *Domestic Art and Manual Arts*.

MARY CLEMENT TURNER, Herron Art Institute; Pratt Institute; *Public School Drawing*.

JOSEPHINE McDOWELL, Teachers College of Indianapolis; *Arithmetic and Music*.

LAURA BARNEY ROYSE, Teachers College of Indianapolis; Columbia University; *Stories and Kindergarten Method.*

GRACE CLARKE PIERCE, University of California; Dr. Curry's School of Expression, Boston; *Literature, and Oral Reading.*

ELLA S. WILLIAMS, Normal School of Physical Education, Battle Creek, Mich.; Normal College of the North American Gymnastic Union, Indianapolis; *Physical Education, Physiology, and Playground Games.*

ELIZABETH ASENATH HALL, A. M., Oxford University; Chicago University; *Sociology, Method, English.*

FANNIE KNOWLTON BAKER, Teachers College of Indianapolis; Indiana University; Agassiz Summer School of Science; *Academic Department.*

MARY ELIZABETH WALKUP, A. B., Indiana State Normal School; Indiana University; University of Chicago; University of Colorado; University of California; *History of Education; History.*

RUBIE F. STAPP, Teachers College of Indianapolis; Assistant, *Department of Philosophy, Games.*

MARY CRILEY FRITZ, Blairsville College; *Academic Department and French.*

DORA M. KLEPFER, Northwestern University; Rockford College; *Department of Instrumental Music.*

FOREEST BABER SAHAKIAN, Teachers College of Indianapolis; *Assistant to Librarian, Manual Arts.*

IDA E. CONNER, B. P., Teachers College of Indianapolis; *Assistant in the Department of Manual Arts.*

EMMA JESSUP, Cleo Murtland, New York; *Theory and Practice of Millinery.*

HATTIE W. COX, *Curator.*

Administrative Department:

LEILA H. PARTLOWE	MARGARET COX BEYER
BERTHA KELLY	EMILY McDOWELL

Special Lecture Course for Season 1920-1921

GEORGE H. TAPY, A. M., Wabash College; *Psychology*.

STANLEY COULTER, Ph. D., Dean, Department of Science,
Purdue University; *Biology*.

GEORGIA ALEXANDER, Supervisor in the Indianapolis
Schools; *Method in Reading and Number*.

ANNA TORRENCE, Indiana University; Teachers College, Co-
lumbia University; *Graded School Method*.

FLORO TORRENCE, Teachers College, Columbia University;
Graded School Method.

T. F. FITZGIBBON, A. B., Indiana University; University of
Chicago; Superintendent of Schools, Muncie, Ind.; *Rural
Schools*.

LUCY FLETCHER BROWN, *Japanese Art*.

E. U. GRAFF, A. M., Superintendent Indianapolis Public
Schools; *School Management*.

CARL B. SPUTH, M. D.; *Physiology and Hygiene*.

JUNE GRAY, Registered Nurse; Graduate Methodist Hospital,
Indianapolis; Teachers College, Columbia University; Service
Base Hospital, No. 32. Red Cross Instructor, Red Cross
Teaching Center, Indianapolis.

HAZEL HARTER JONES, Lake Erie College, Painesville; Uni-
versity of Chicago; Colorado College; University of Colo-
rado; *Social Science*.

LOUIS P. BENEZET, A. M., Dartmouth, Superintendent of
Schools, Evansville; *Method*.

Calendar, 1920-1921

FALL TERM

Faculty Meeting—September 7, 10:30 o'clock.

Registration—September 8 and 9. Classes organized September 10; term closes December 3.

Thanksgiving Recess—November 24-25.

WINTER TERM

Registration—December 6; closes March 4.

Christmas Recess—December 22-January 3.

SPRING TERM

Registration—March 7; closes June 10.

Easter Recess.

MID-SPRING TERM

Registration—May 18; closes August 10.

GRADUATION WEEK—JUNE 4-10

June 4—Baccalaureate Sermon.

June 8—Commencement.

June 8—Alumnae Reunion and Luncheon.

SUMMER TERM

Registration—June 13; closes September 2.

AUDITORS' COURSE FOR EXPERIENCED TEACHERS

(Six Weeks)

Registration—July 6-August 17.

Registration office closed on Saturday and Sunday.

Beginning Classes in Kindergarten Department:

Fall Term—September 8.

Spring Term—March 7.

Expenses

A limited number of partial scholarships may be granted up to sixty dollars per year.

Tuition in the regular departments, per year..	
Tuition Household Economics, per year.....	
Domestic Science, per year.....	*100.00
Domestic Art, not including materials.....	100.00
Public School Music Course, per year.....	100.00
Public School Drawing Course for Supervisors, per year. 150.00	

A limited number of salaried scholarships are granted in the third and fourth year courses.

Tuition twelve weeks courses	\$ 30.00
Tuition six weeks course for experienced teachers.....	15.00
Tuition Domestic Science, twelve weeks.....	*40.00
Tuition Domestic Art, twelve weeks.....	35.00
Tuition Public School Drawing, twelve weeks.....	35.00
Tuition Public School Music, twelve weeks.....	40.00
Tuition Playground Course, twelve weeks.....	30.00
Tuition Review Course, Academic Subjects, six weeks..	15.00
Tuition Mothers' Classes, per term of 15 lessons.....	5.00
Tuition Sunday School Workers' Class, 15 lessons, a club of 75 members, each.....	5.00
Tuition Nursery Governesses' Classes, 36 weeks.....	50.00
Graduation Fee	3.00
Diploma Fee	5.00
Graduation Fees for Bachelor of Pedagogy Degree.....	15.00

Tuition is payable by the term in advance. Should a student leave the College before the close of the term, tuition is not returned. An additional charge is made for tuition not paid in advance.

The fees for the use of the library and for a locker are included in the tuition.

Students in the regular departments are required to furnish their own text books and materials, the cost of which need not exceed thirty dollars for the entire two years' course. One-third of the bill for books and materials is due on registration.

*Tuition includes supplies in Cooking and Chemical Laboratory.

HOW TO REACH THE TEACHERS COLLEGE OF INDIANAPOLIS

On reaching Indianapolis, make inquiry for the Central Avenue car line. Get off at Twenty-third street, and walk two blocks west.

TELEPHONES

Old, North 795, North 1904

Automatic, 42-791

Living Accommodations

The College offers the privilege of a dining hall and a limited dormitory accommodation to students. The rates are as follows:

Dormitory accommodations, Sept. 8 to June 10, \$80.00.

Payable in four installments: upon entrance in September, on November 19, January 28, and April 7.

Board in the Dining Hall, \$5.00 per week, payable in advance every four weeks.

Those students who cannot be accommodated in the dormitory find comfortable living quarters in the private homes in the vicinity of the College, taking their meals in the College Dining Hall.

Conditions for Admission to Teachers College

For admission to this Normal School, applicants must present a *complete certified record of their High School course*. This is to be filed in the office as a part of the student's record. Those who are not High School graduates must present a certificate of equivalency from the Indiana State Board of Education.

Applicants must give satisfactory evidence of good moral character. They must bring a certificate of health.

Students for Class A *must present* a certified record of the High School course.

Students for Class B *must present* Class A certificates and record.

Students for Class C *must present* Class B certificates.

Students admitted only on the regular dates named on page 8.

Observation and Practice

Practice classes in Graded School work are conducted in connection with the Teachers College, and with several of the Child Gardens. In these the teachers in training may practice under supervision of experienced critic teachers, who are members of the Faculty. They have ample opportunity for observation in the Public Schools of Indianapolis, in the Free and Private Child Gardens, Public Playgrounds, and in the Model Schools connected with the Teachers College.

Conditions for Graduation

The regular curriculum consists of two, three, and four year courses. In addition to this, opportunity is offered to students desiring supplementary work along any of the prescribed lines. The two years' courses meet the requirements for the Provisional Life Certificate. The four years' course leads to the degree of Bachelor of Pedagogy. This course consists of advanced work in Pedagogics, Experimental Psychology, Literature, French, Spanish, etc.

Curricula

FOR GRADED AND RURAL SCHOOL TEACHERS

The curriculum of this College embraces all subjects prescribed by the Indiana State Board of Education for schools accredited to prepare for teaching in Classes A, B and C. It includes the study of Psychology, History of Education, Method of Teaching, Biology, the Industrial Arts, Vocal Music, Oral Reading, Physiology and Hygiene, Stories, Games, Geography, History, Arithmetic, Literature, Grammar and Composition, and Physical Culture.

CLASSES A, B AND C

Courses arranged according to the requirements of the State Teachers' Training Board of the State Board of Education.

ACADEMIC COURSE

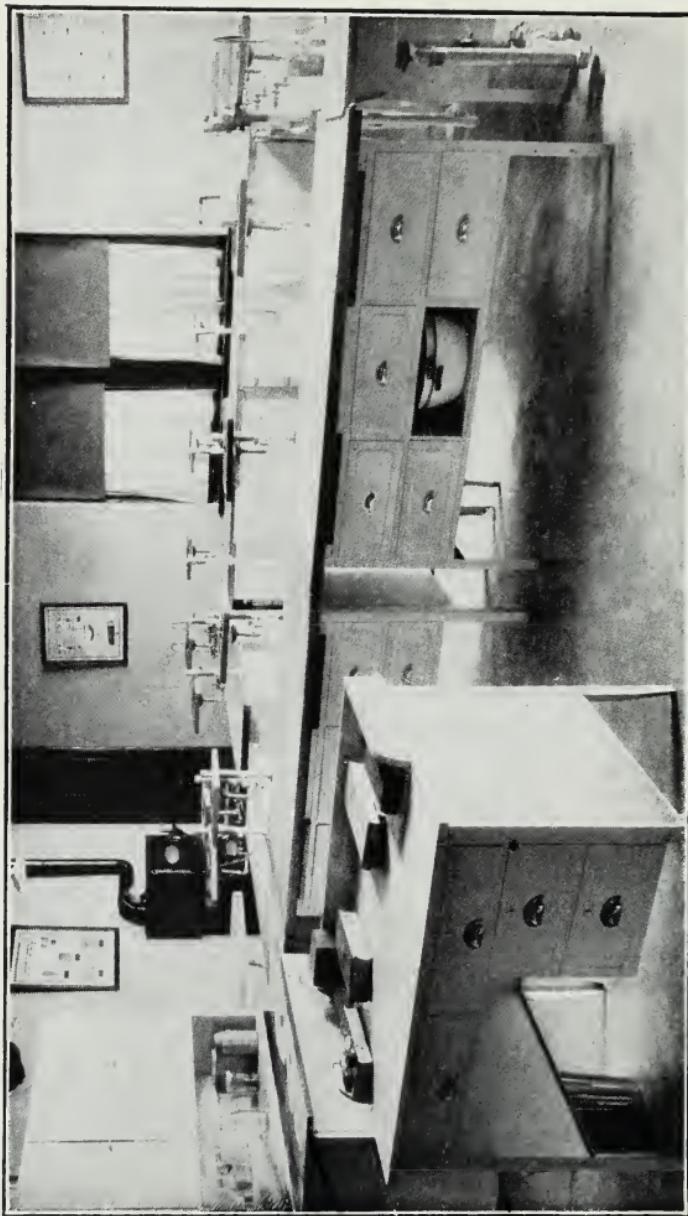
This College offers a purely academic course for young women who have completed the Commissioned High School work. This course consists of academic subjects, French, Spanish, and cultural subjects.

EXPERIENCED TEACHERS' COURSE

During the Spring and Summer terms, special courses will be arranged for teachers of experience who may desire to increase their efficiency by a study of Method of Teaching, of Manual Work, of the Art of Story Telling, of Songs and Games, etc.

An opportunity is given for reviews and advanced courses in all academic subjects.

Cooking Laboratory



FOR KINDERGARTEN AND PRIMARY TEACHERS

TWO YEARS' COURSE

- a. Psychology.
- b. History of Education.
- c. Froebel's Philosophy of Education.
 - 1. An interpretation of the Mother-Play.
 - 2. Gifts as arranged by Froebel to develop ideas of form.
 - 3. Occupations, so planned as to relate the child's activities to those of the larger world.
- d. Stories.
- e. Nature study.
- f. Songs, Games and Rhythmic movements.
- g. Manual Work.
- h. Primary Method.

This course is intended to show the relation of the Kindergarten to the Primary School; also to give practice in the teaching of reading, number, and penmanship to children of the primary grades. This College emphasizes the necessity of an understanding of Primary work on the part of the Kindergartner. The graduates of this department are consequently prepared to do efficient work in the Primary School, as well as in the Kindergarten.

- i. Literature.
- j. Practice.

Students who have had previous training, and who wish to supplement such work, may enter this course at any time in the school year.

Household Economics

Established in 1887

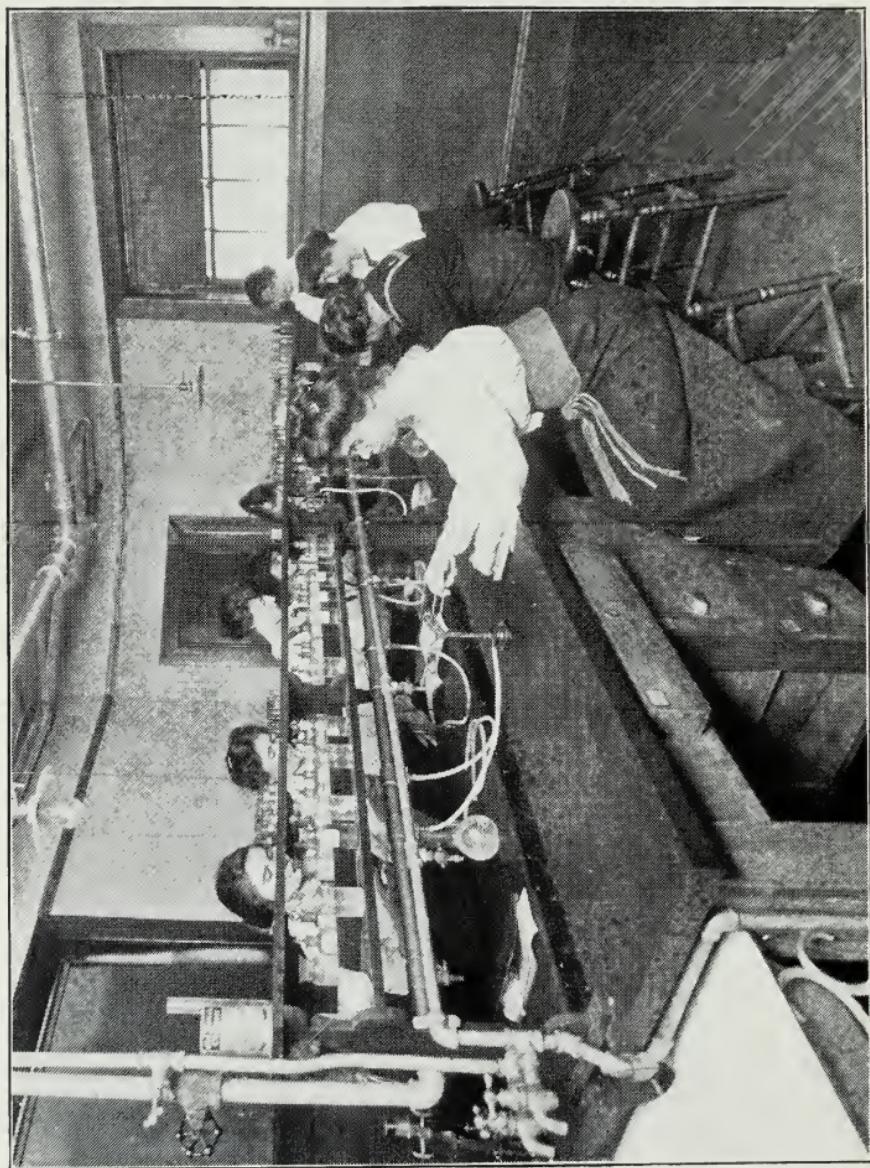
A two years' diploma course, including Domestic Science, Domestic Art, and General Home problems.

DOMESTIC SCIENCE

- 1. Two years' Diploma Course.
- 2. Short terms of twelve weeks.

THIS COURSE OF STUDY INCLUDES:

- I. Lecture on foods and dietetic principles.
- II. Cooking in well-equipped laboratory.



Chemical Laboratory

- III. Chemistry.
 - a. General Chemistry — introductory to Household Chemistry.
 - b. Household Chemistry—application to foods and the household.

- IV. Housewifery.
 - a. Planning and serving of meals.
 - b. Care and sanitation of the house.
 - c. Laundry problems.

- V. Physiology and Hygiene—first aid, home nursing.

- VI. Institutional Management.

- VII. Practice.

Observation and practice in conducting classes in cooking, and household management.

Method, Psychology, Sociology, Economics, History of Education, Literature, and the Art of Story Telling.

DOMESTIC ART

- 1. Two years' Diploma Course.
- 2. Short terms of twelve weeks.

The course includes practice in hand and machine sewing; application of stitches to under-garments and simple dresses; study and use of commercial patterns; knitting; crocheting, darning, and simple embroidery; discussion of materials as to cost, widths, suitability, and comparative wearing quality.

SEWING AND TEXTILES ELEMENTARY AND ADVANCED SEWING

- I. Drafting.
 - a. Individual drafts.
 - b. Use of drafted patterns.
- II. Use and care of sewing machine and attachments.
- III. Commercial patterns.
- IV. Construction of garments — involving the principles of sewing.
- V. Study and analysis of material used in the construction of garments.
- VI. Embroidery and lace.

COSTUME DESIGN

- I. Review of Principles of Art.
- II. Costume sketching.
- III. Study of color and designs as suited to the individual.
- IV. Modeling.
- V. Trade drawing of costume.

TEXTILES

- I. History of weaving.
- II. Study and analysis of the principal fibres of commerce.
- III. Analysis of weaves.
- IV. Practical weaving.
- V. Chemical study of textiles, fibres, and fabrics.
- VI. Laundry problems.

MILLINERY

- I. Elementary process in hat making.
- II. Discussion of materials to be used.
- III. Trimmings.
- IV. Suitability of color and shape of hats for different types of faces and figures.
- V. Care and renovating of the various materials used in millinery.

Method, Psychology, Sociology, Economics, History of Education, Literature, and the Art of Story Telling.

The Department of Public School Drawing

FOR THE REGULAR AND SPECIAL COURSES

Drawing, when properly presented, becomes one of the most important factors in the education of the child. It brings the home to the school; makes the workman a philosopher, and opens the eyes of the child to the beauties of nature's secrets.

The teacher needs (1) a knowledge of composition for selection and arrangement; (2) a knowledge of the principles, for tone balance and relation; (3) a knowledge of form for object, animal, and life sketching; (4) a knowledge of design with which to add beauty to the busy work for the child; (5) a

knowledge of simple perspective, by which the child learns how he sees trees or the road in his walks; (6) a knowledge of landscape, for the mysteries of night and morning, sunset and noon; (7) a knowledge of story-telling for the creative imagination of the child; (8) a thorough knowledge of material possible to be used in the school-room.

This course gives an acquaintance with the material used for drawing; acquaintance with the material used for the Applied Arts.

Landscape work.

The daily observation of, and the making of landscape for irregular masses in light and dark, and in color.

The study of trees for name, form, and public usefulness.

Free brush work of leaves and flowers.

Pictorial drawing of animals, birds, and other animate forms.

Figure drawing for action.

Color notes from Nature, textiles and prints for harmony of color.

Type forms in their relation to object drawings, toys, etc.

Simple construction and free-hand perspective.

The study of design for lettering, stenciling, handwork, and other ornamental purposes.

Talks upon Architecture and Applied Arts.

Special Course

FOR PUBLIC SCHOOL DRAWING TEACHERS AND SUPERVISORS

Blackboard drawing for story illustrations, figures, animals, trees and landscape drawing.

Perspective drawing, construction drawing, design, color study, clay modeling, outdoor sketching, a brief course in interior decoration and costume design, history of art, observation of parks for landscape gardening, architecture and sculpture, and city planning.

Classes are frequently taken to study special exhibits of pictures, sculpture, and the applied arts.

Industrial Arts

ESTABLISHED IN 1882

This course includes problems in clay modeling; free-cutting; cardboard construction; weaving in paper, wool and raffia, basketry; book-bindery, and wood-work.

Nature Study for the Grades

Special study is made of the soil; its origin; fertility; kinds of soil, and plants best suited to each; preparation of soil for plants; soil water and its value to plants; drainage; percolation; capillarity; tillage. Test by experiments.

Germination: test to show value of physical condition of the soil; plant food in soil; water in soil; air; sunlight.

Study of grains grown in Indiana. Visits are made to the City Market to study vegetables and fruits.

School gardens and home gardens. Preparation; care; enemies—as weeds and insects.

Birds as public property. How to protect them; their economic value to the farmer.

All experiments are those tried with reference to teacher and pupil.

Gymnasium

In the third floor of the building is a large, well-equipped gymnasium, with dressing-room, shower-baths, etc. Exercises in physical training are a regular feature of the course.

PHYSICAL EDUCATION—

1. Exercises in a well-equipped gymnasium, including free standing movements; fancy steps; use of Swedish apparatus; games of strength and skill.

2. In this course, the body and mind are co-ordinated; the body is considered or trained as the expressive agent of being; exercises are given for developing health, poise, dignity of bearing, good presence, ease of manner, grace, symmetry, etc. A complete line of rhythmic work, including Aesthetic and Folk Dancing, is used for developing finer subtlety in the body. At-

tention is given to individual defects with special adaptation to individual needs.

3. Lectures and practice in the adaptation of physical education in the Public Schools, playground games, and methods.

4. Hygiene and Physiology are studied in this course.

Notes

Pupils will be required to dress for gymnasium without corsets or restriction to free movement of the neck, chest, arms, waist, and feet. Measurements for dress waist should be taken loosely while the lungs are fully inflated. Shoes should have low heels, with broad ball and toe measurements.

Bloomers of material like the school dress may be buttoned with the outer skirt to the dress waist (made suitable for street wear and loose enough for gymnastics), the outer skirt being removed for gymnastics.

Special Classes

FOR WOMEN AND CHILDREN

In Physical Education, Folk and Aesthetic Dancing.

Public School Music

“There is music in the child, and the inspiration of a song giveth understanding.”

This department offers a course in the theory and practice of music. This course prepares the recipient to teach and to supervise music in any grade.

Those completing the course will have acquired an understanding of harmony and composition; ability to sing and to accompany rightly; ability to direct with authority.

The “Child Voice,” the Note Song, Sight Reading, Music Writing, Classification of Voices, and all points relating to technical skill will receive careful and intelligent attention.

Partial courses ranging from a twelve weeks' term onward, may be taken. The work is carefully graded and is adapted to the needs of children in each stage of development.

Playground Work

ESTABLISHED IN 1883

This course comprises manual work, stories, games, and whatever will contribute to efficiency in the conduct of playgrounds for children.

A systematic course in plays for children is given to the students of Teachers College, such as is given to professional directors of playgrounds.

There will be courses in Child Nature, the Nature and Function of Play, Social Conditions of the Neighborhood, Hygiene and First Aid, Playground Movement, the Practical Conduct of Playgrounds, the Organization and Administration of Playgrounds.

Additional Classes

I. FOR SUNDAY SCHOOL TEACHERS

The Teachers College now offers a two years' course of study for teachers of younger children in Sunday Schools. The President of the College gives lectures, accompanied by illustration and practical example, in the skillful presentation of Bible stories and other stories of ethical value; on the choice of suitable pictures and wise explanation of the same; on child psychology and such kindred subjects as tend to the bettering of Sunday School teaching.

II. FOR MOTHERS AND OTHERS WHO HAVE THE CARE OF CHILDREN

For the aid and guidance of mothers, and any who may have children under their care, a special course has been planned. This will include a study of child nature; of Froebel's principles of education; especially his Mother-Play Songs; and practical work with such of his Gifts and Occupations as can best be utilized in the child's daily home life.

III. NURSES' DEPARTMENT

A Nurses' Class will be organized for giving training to mothers' assistants in the care of their children. The lessons include instructions on the right kind of plays for the nursery, on occupation, stories, and songs suitable for the little ones.

First Aid and Home Nursing.

Details of Departments

ENGLISH

- I. ENGLISH USAGE—A study of the Principles governing correct use of English in sentences and paragraphs, together with regular practice in composition writing.
- II. A STUDY OF POETIC ART—The purpose of this course is to develop an intelligent appreciation of literature. It will include study of poetic diction, metrical forms, æsthetic qualities, structural forms, etc. It will be copiously illustrated by selections from English and American authors.
- III. ENGLISH PROSE MASTERPIECES—The material for this course will be selected from the writings of Bacon, Milton, Bunyan, Addison, Lamb, Macauley, Carlyle, Emerson, Ruskin, Arnold, Lowell, and others.
- IV-V. SHAKESPEARE—The plays will be selected with the purpose of gaining an acquaintance with the wide range and peculiar characteristics of the art of Shakespeare. The courses will be introduced by lectures on the English Drama before Shakespeare.
- VI. ENGLISH POETRY from Dryden to Wordsworth, with a study of the nature of the Romantic Revival.
- VII. Studies in Spenser, Milton and Tennyson.
- VIII. Studies in Shelley, Keats, Morris and Browning.
- IX. Studies in American Literature.
- X. In the Third and Fourth Year Courses, there will be special studies in Homer, Dante, Goethe, and other world-classics.
- XI. A course in Mythology.

NOTE.—A view of English Literature and of American Literature in their historical development will be given in connection with the different courses.

HISTORY

For the present, the work in History will be confined to that of England and America. It will be given by lectures, topical reading, note-books, and papers on assigned topics.

- I. AMERICAN HISTORY, to 1783.
- II. The AMERICAN NATION, from 1783 to the present time.

BOTANY

1. Elementary Botany, Morphology of plants; the life history of representatives of the main classes of plants; a careful study of the higher seed-plants, with experimental work in germination and related subjects. Students are expected to collect, identify, and preserve easily accessible forms.

ZOOLOGY

The work in this subject will include studies in Elementary and Systematic Zoology, laboratory investigation, and observation of such types of animal life as are within reach.

GEOGRAPHY

The work in this course embraces:

1. A study of the more significant facts of Mathematical and Physical Geography, special emphasis being given to the earth as a heavenly body, its motions, changes of seasons, etc.
2. An intensive study of weather and climate.
3. Commercial Geography; the effects of physical conditions upon the commercial life of nations; methods of production of common articles of commerce; the leading trade routes, etc.
4. Physiography; a study of the origin and development of land forms; the nature of soils; the structure of the earth's crust, etc.

MATHEMATICS

The course in mathematics will include the usual branches of that science which are required in high schools and colleges.

Syllabus

OF METHODS IN GRADED AND RURAL SCHOOL TEACHING

- I. The course of study.
 - a. An organization of material from the child's point of view.
 - b. A study of materials from the standpoint of development in the history of the race.
 - c. The relation between the two.
 - d. The teacher an important factor in assisting the child to an organization of his experience.

- II. Discussion of methods in teaching.
 - a. Methods which have been used.
 - b. Motives in teaching.
 - c. Motor activity. Its relation to method.
- III. Discussion of method in special subjects—Language, Reading, Penmanship, Number, History, Geography, Nature Study, Manual Modifying Work.
 - 1. Nature of the subject.
 - 2. Relation to other subjects—co-relation.
 - 3. Psychological value.
 - 4. Practical use.
- IV. Types of lessons.
 - 1. Development lesson.
 - 2. Drill Review.
 - 3. Telling lesson, etc.
- V. Writing of lesson plans.
- VI. Practice teaching.
 - 1. Observation.
 - 2. Study of children.
 - 3. Study of curriculum.
 - 4. Six weeks' school-room practice.

Department of Instrumental Music

DORA M. KLEPFER, Director.

A course in piano study is now an established feature of the work of the Teachers College of Indianapolis. This Department is in charge of Dora M. Klepfer, who has had much successful experience in teaching adults and children, both individually and in groups.

The period of the first few lessons in music is a crisis in a child's life. The impressions made upon the mind between the age of five and twelve years are the strongest because of the child's susceptibility to the slightest influence at that time.

In the early study, pupils are grouped in small classes and taught by means of symbols. These classes will be formed from September 3 to 16, 1920. An early application is necessary.

TERMS

Term of ten weeks, two lessons per week.....	\$25.00
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Library Facilities

The library, which contains more than seven thousand volumes, offers excellent facilities for reference in the various departments of study, and in general literature. Upon request, the librarian of the Public Library of Indianapolis lends to the school whatever additional books are needed for special investigation in any department. A number of standard educational periodicals are taken regularly.

Good teachers will find no difficulty in securing positions. The demand is yearly increasing. The College cannot obligate itself, however, to secure positions for graduates.

The Jackson Kindergarten and Graded School

Opens September 15—Second Semester Opens January 24.

The Jackson Kindergarten and Graded School are departments in the Teachers College.

Tuition: Kindergarten children, 3 to 6 years of age, per week, \$1.00.

An additional charge of 25 cents per week will be made for all children who must be called for.

Tuition, connecting class, per week.....	\$ 1.00
Tuition, first primary grade, per week.....	1.25
Tuition, second and third grades, per semester.....	30.00
Tuition, fourth, fifth and sixth years, per semester.....	30.00
Tuition, seventh and eighth years, per semester.....	30.00

Semester tuitions payable in advance.

Supervisor Graded School...FRANCES M. KELSEY

Supervisor Kindergarten.....RUBIE F. STAPP

UPPER GRADES.....To be filled

Intermediate and Primary Departments

MARIE COLEMAN
ETHEL BRYAN

Kutztown

Indiana

West Chester

E. Stroudsburg

Clarendon

Bloomsburg

Millersville

Jefferson rock



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